DOCUMENT RESUME

ED 100 711 SE 018 655

TITLE	Council of Europe News-Letter 4/74.
INSTITUTION	Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
PUB DATE	74
NOTE	29p.; Some articles are in French
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Comparative Education; Curriculum; *Education; Educational Policy; *International Education; *Newsletters
IDENTIFIERS	*Council of Europe

ABSTRACT

Among the articles written in English in this newsletter are a discussion of the problems of educational leave in Austria's school system; restricted admission to higher education in Denmark; reorganization of secondary education in Finland; higher education admission requirements in the Federal Republic of Germany and on the reorganization of the 5th and 6th school years of all types of school into an orientation stage; also for the Federal Republic of Germany, a multimedia system for inservice training of teachers is presented; the middle school in the Netherlands; the radical measures sweeping through Portugal's education system; commission on working conditions in Sweden's schools, as well as proposals for reform of admission to higher education; and education, the general election, and recent publications of the National Foundation for Educational Research in the United Kingdom. (EB)

NEWS-LETTER
FAITS NOUVEAUX

JAN 9 1975

BEST COPY AVAILABLE
U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED100711

SE 018 655

4/74

Council of Europe / Conseil de l'Europe

Documentation Centre for Education in Europe
Centre de Documentation pour l'Education en Europe

N° 4/1974 1/VII - 31/X/1974

BEST COPY AVAILABLE

CONTENTS / SOMMAIRE

Page

PART ONE : GENERAL / PREMIERE PARTIE : GENERALITES

R. Dahrendorf : Bilan et perspectives 3

PART TWO : MEMBER COUNTRIES / DEUXIEME PARTIE : PAYS MEMBRES

Austria : Educational leave and distance study 4

Belgique : Le budget de l'éducation pour 1975 5

Denmark : Restricted admission and large scale reform in higher education 6

Finland : Secondary reform and access to higher education 7

France : Projets de réformes à l'étude / Innovations et expérimentations à l'université / Répercussions de l'abaissement à dix-huit ans de la majorité civile et électorale / Concertation franco-allemande 8

Federal Republic of Germany : In search of an Abitur plus X / Compromise on orientation stage / Multi-media courses for in-service training 14

Italie : Institution des organes collégiaux de l'école 17

Netherlands : The middle school 19

Norway : Secondary reforms become law 20

Portugal : Wind of change blows strong 20

Sweden : Commission on working conditions in school / Proposals for reform of admission to higher education 22

United Kingdom : Education and the general election / Recent publications of the National Foundation for Educational Research 24

Editor : The Director of Education and of Cultural and Scientific Affairs
Editeur : Le Directeur de l'Enseignement et des Affaires Culturelles et Scientifiques

Strasbourg

BILAN ET PERSPECTIVES

BEST COPY AVAILABLE

M. Ralph DAHRENDORF, qui a pris le 1er octobre ses nouvelles fonctions de directeur de la London School of Economics and Political Science, a exposé dans "le Monde" le bilan de son action à Bruxelles et les perspectives qui se dessinent, selon lui, pour l'Europe de l'éducation. Nous en avons retenu les extraits qui suivent.

La stagnation de la construction européenne

Il y a des éléments de découragement dans mon expérience. Je suis, par exemple, moins convaincu maintenant que je ne l'étais il y a six ou sept ans qu'il est possible de rendre la science utile à la politique et de faire comprendre aux politiciens la façon de penser des scientifiques.

Beaucoup, autour de moi, ressentent effectivement un sentiment de frustration. Mais, dans le domaine de l'éducation, je ne pense pas qu'il y ait eu stagnation. Nous n'avons pas changé le monde, mais il y a eu un progrès.

La reconnaissance des diplômes

C'est une question difficile, aussi vieille que la tentative de créer l'unité européenne, et qui ne sera pas résolue avant qu'on ait réalisé cette unité.

Nous devons distinguer deux points. Le premier porte sur les conditions du droit d'exercer une profession. C'est une tâche qui nous a été donnée par le traité de Rome, et c'est le problème spécifique de la Communauté européenne. A ce sujet, nous avons tenté une nouvelle approche politique qui consiste essentiellement en deux postulats : d'une part, les pays de la communauté européenne sont suffisamment semblables dans le développement de leur civilisation pour prétendre que les gens attendent de leurs médecins, de leurs architectes ou de leurs comptables qu'ils aient les mêmes qualifications. Nous pouvons donc faire une approche plus globale et considérer qu'il y a une possibilité de comparer les formations dans leur ensemble. D'autre part, il n'est pas sensé de vouloir définir les conditions du droit d'exercice sans une pleine participation des groupes professionnels eux-mêmes : pour cela nous avons besoin d'établir des comités consultatifs qui se composent de professionnels et de personnes engagées dans le processus de formation.

Cela dit, l'autre problème est d'un intérêt beaucoup plus important pour les Européens. Un grand mouvement est rendu possible à tous les niveaux, depuis l'école jusqu'aux diplômes finaux, en passant par tous les niveaux de formation, par la reconnaissance des degrés intermédiaires, des stages pratiques effectués dans les autres pays, etc. Tout cela n'est pas compris dans le traité de Rome. C'est seulement le conseil des ministres des 6 et 7 juin 1974 qui a reconnu que la Communauté devrait faire un effort majeur pour se lancer sur ce terrain.

Problèmes institutionnels

J'ai toujours pensé que l'important est de progresser, et non pas d'avoir des débats institutionnels. Cependant, ce n'est pas le point de vue de la plupart de nos Etats membres. Il y a eu deux positions au cours des trois dernières années : l'une était la position française, selon laquelle une très grande part de l'éducation devrait être faite en commun, mais hors des institutions de la Communauté ; l'autre était celle de la plupart des autres pays, selon laquelle seuls quelques problèmes d'éducation devraient être traités par la Communauté, mais à l'intérieur de ses institutions. Le conflit se situait entre ceux qui voulaient en faire beaucoup, mais à l'extérieur, et ceux qui voulaient en faire peu, mais à l'intérieur.

Je pense que cette discussion est un fait du passé, car nous avons dépassé ce genre de stérile débat théologique. Le moyen de progresser est probablement d'avoir une vue plus libérale des institutions communautaires.

BEST COPY AVAILABLE

Je voudrais espérer que nous résolvions nos problèmes institutionnels en prenant en charge, effectivement, un grand nombre de problèmes d'éducation et en cherchant un moyen approprié pour les organiser, à l'intérieur du cadre assez large de la Communauté.

Education permanente

Beaucoup plus d'attention doit désormais être donnée à l'éducation permanente, c'est-à-dire la manière dont les gens peuvent aller et venir entre le travail et l'éducation. C'est un défi à notre façon de penser l'éducation, que nous devrions poser sur des bases européennes. C'est cela que je considérerais comme le problème nouveau le plus important. Mais je dois admettre que j'ai rencontré une opposition considérable de la part de quelques Etats membres.

Dimension européenne

Nous pensions que la Communauté devrait contribuer au développement de ce que nous appelons une "dimension européenne" de formation et d'enseignement des études européennes, en discutant, par exemple, de l'enseignement de l'histoire dans le cadre européen, etc. Néanmoins, il y a la crainte d'une uniformisation européenne des programmes. A mon avis, cette crainte n'est pas fondée, il a toujours été clair que la variété et la diversité doivent être la substance d'une éducation européenne.

Mobilité

J'ai employé dans ce contexte le terme de "convertibilité" pour signaler qu'il ne faut pas tendre à la constitution de cours d'études identiques en Europe. J'ai évoqué l'idée d'un "passeport européen pour l'éducation". Ce serait un document où seraient indiqués non seulement les qualifications acquises dans le pays natal mais aussi "le taux de change" indiquant approximativement ce à quoi correspond cette formation dans les autres pays. On pourrait commencer de cette façon. Il n'y aurait pas "reconnaissance" mais "convertibilité" partielle.

Pour les enseignants, des échanges devraient être encouragés systématiquement et à très grande échelle. Il suffit de quelques crédits pour assurer les garanties financières indispensables (le maintien des avantages sociaux, par exemple). Il faut aussi un aménagement des carrières pour que le fait de s'expatrier un an ou deux ne pénalise pas les enseignants. Les organisations internationales ont un rôle important à jouer à ce sujet.

L'Europe politique et l'Europe de l'éducation

Je ne crois pas que les frontières de l'Europe de l'éducation doivent être les mêmes que celles de l'Europe politique. Il serait absurde de placer la Suisse, l'Autriche ou la Scandinavie hors de l'Europe de l'éducation. Elles en font partie. Cela prouve qu'il n'y a pas coïncidence entre la réalité européenne en matière d'éducation et la réalité politique.

37.014.5 (4) — Le Monde, 12-X-1974

PART TWO/DEUXIEME PARTIE

AUSTRIA : EDUCATIONAL LEAVE AND DISTANCE STUDY

In early October some 100 experts participated in a two-day hearing on the problems of educational leave, organised in Vienna by the Ministry of Education and opened by the Minister, Dr. F. SINOWATZ. The experts, among them a considerable number of foreigners, represented political parties, trade unions, employers' organisations and adult education associations. Five working parties were set up to discuss problems of motivation, educational leave for self-employed persons, organisation, educational models and legal aspects of educational leave. The proceedings of the hearing will be published shortly.

BEST COPY AVAILABLE

As a result of the hearing the Education Ministry in mid-October established a committee on educational leave composed of representatives of the Ministries concerned, the political parties and the organisations taking an active interest in these questions. The committee will divide into project groups to study the educational and organisational problems, to examine how motivation for participation in continued education may be promoted and to prepare a bill on educational leave.

So far, on the basis of legislation dating from 1971, paid educational leave of up to two weeks' duration is provided for elected staff representatives to be taken during their term of office. However, a survey carried out by the Industrialists' Association and the Federal Chamber of Economics, published as a contribution to the hearing, revealed the widespread incidence of continued education and of leave granted on a voluntary basis for this purpose. Replies to the questionnaire were received from firms representing some 70 % of all employers in industry and transport, some 60 % of those in banking and insurance and between 20 and 30 % of those in commerce and the building sector. 88 % of respondents reported that they were encouraging their employees to participate in adult education courses outside the firm, particularly by paying the inscription fees for such courses. 44 % granted leave of absence to their employees for this purpose. 52 % (75 % of large, 51 % of middle-sized, and 38 % of small firms) organised in-service training especially for foremen, clerks, technicians, and management personnel. The cost of in-service training did not exceed the usual one percent limit of wages and salaries except in the case of the very big firms. Two thirds of respondents intended to intensify their activities in this field.

It is interesting to note that audio-visual media, programmed instruction and radio courses were used by many firms. A considerable number of firms had developed media of their own to suit their particular training needs. Interest in and demand for modern educational technology are growing in Austria. In July, the Minister of Science and Research, Dr. Hertha FIRNBERG, set up a ten-member committee on distance study under the joint chairmanship of Professor M. HEITGER of the University of Vienna, and Dr. S. HOELLINGER of the Ministry of Science. The universities, the vice-chancellors' conference, the students' association, the employers' organisation, the trade unions and the educational publishing houses are represented on the committee. How far radio and TV stations will work with the committee has not yet been decided.

The committee's task is to develop the syllabus, curricula and evaluation systems for distance study. Students will receive written course material, there will be a tutor in each region to assist the students, and summer courses will be held at universities and colleges during the vacation period. Degree courses will be developed in the over-crowded university subjects in particular. There will also be foundation courses, success in which would permit access to higher education, and retraining and promotion courses for graduates in gainful employment. Legislation on educational leave is regarded by the committee as one of the preconditions of the new system. It is hoped, that the first courses will begin on an experimental basis in the winter term 1976-77.

374.7 + 37.018.43 (436) Informationsdienst für Bildungspolitik und Forschung, No. 212; 214; 217; 218; B.M.

BELGIQUE : LE BUDGET DE L'EDUCATION POUR 1975

MM. Antoine HUMBLET et Herman DE CROO, Ministres de l'Education nationale respectivement pour la région francophone et néerlandophone, ont fixé leur projet de budget pour 1975 à 132,6 milliards de francs belges, soit une augmentation de 20 % par rapport au budget de 1974, abstraction faite de certains crédits provisionnels. Ce budget représente plus d'un cinquième du budget national, qui avait été arrêté cet été, à 624 milliards.

L'ensemble du budget de l'Education nationale comprend trois parties bien distinctes :

- le budget du secteur francophone fixé à 53,4 milliards ;
- le budget du secteur néerlandophone fixé à 67,9 milliards ;
- le budget commun aux deux régimes linguistiques fixé à 11,3 milliards.

BEST COPY AVAILABLE

Pour le budget du régime français, 75 % des dépenses courantes concernent des rémunérations liées à l'index des prix et subissent l'évolution sociale qui entraîne des révisions barémiques et des adaptations de traitement; 20 % résultent de l'application des récentes lois accordant des subsides de fonctionnement à l'enseignement subventionné et diverses allocations aux universités ; les 5 % restant des dépenses courantes, représentent le montant théorique qui doit permettre au ministre de mener sa politique spécifique d'enseignement. Mais les trois quarts de ce dernier montant sont déjà destinés aux allocations et prêts d'études.

En ce qui concerne le budget du régime néerlandophone, le Ministre DE CROO a récemment déclaré : "De sérieuses mesures de rationalisation devront être appliquées à bref délai. Nous devons freiner les dépenses relatives aux bâtiments et limiter très sérieusement à l'avenir le recrutement de nouveaux enseignants, d'autant plus que la population scolaire diminue. Les subsides alloués aux universités devront être sensiblement réduits sauf pour les sommes affectées à la recherche. Les universités seront appelées prochainement à faire des propositions sérieuses de rationalisation. A l'Education nationale, comme dans les autres départements ministériels, il sera indispensable de promouvoir un véritable "management" afin d'éviter les gaspillages d'argent et d'énergie. C'est à cette condition que le citoyen consentira à faire un sérieux effort en acceptant les nouveaux impôts que nous avons eu le courage de lever".

37.014.543 (493) Le Soir, 8-IX et 19-IX-1974 ; B.M.

DENMARK : RESTRICTED ADMISSION AND LARGE SCALE REFORM IN HIGHER EDUCATION

Danish higher education may be heading for changes greater than any seen since Pope Sixtus IV signed the Bill which established Copenhagen University in 1479. The Ministry of Education has already drawn up a list of reforms, and a starting date - 1978 - has been agreed pending final assent by Parliament.

These reforms are contained in the Overall Plan for Higher Education, which has been under preparation over the past few years by a committee chaired by Professor Thor A. BAK, Vice-Chancellor of Copenhagen University and Chairman of the Danish Committee of Vice-Chancellors.

The plan deals principally with the vexed question of what proportion of the potential students in any age group should be taken into higher education. Significantly enough, for a comparatively affluent country like Denmark whose liberal attitudes have become proverbial, the plan favours restriction of access to higher education - and a correspondingly greater emphasis on selection.

As education absorbs more money from the public purse (13 %) than any other department except social welfare (25 %), it seems certain that the rate of growth of the higher education budget, which accounts for about one third of the total education vote, is likely to be on the low side. Such a conclusion would suit the planners and administrators who earlier this produced an extended version of Denmark's 15-year plan for 1972-1987. The section on higher education concludes brutally : "We should pursue minimum targets and stop further university expansion temporarily by applying the entry brakes to longer studies". The time taken to complete a degree varies from discipline to discipline. In general Danish students graduate after six years. Degrees of such length are expensive, and as in Denmark all fees are paid by the State, it is not surprising that politicians have been looking for ways to shorten degree courses. But the Bak Committee set its face against this idea : "No programme is considered by the institutions in question to be longer than strictly necessary in relation to the aims of the training it is to provide. Attempting to shorten programmes is swimming against the current, because the demands for knowledge and skills are swelling, and because education of widened scope is universally desired".

So Denmark seems willing to sacrifice quantity for quality. Such a policy seems also justified by the fact that the number of students who drop out before finishing their studies is appallingly high, while the proportion of each age group going on to higher education is steadily increasing. In 1960, 13 % of the age group entered higher education. By 1972-1973 this figure had risen to 28 %. It is predicted that by 1975 the

BEST COPY AVAILABLE

proportion will have risen to 32 per cent and computer predictions suggest that by 1978 some 40 to 45 % might be seeking admission to higher education. But even at present less than half the enrolled students, in particular in the humanities, economics and medicine, graduate from the universities. The drop out rate in engineering departments and natural sciences, though lower, is still about 20 %.

Many educationists therefore believe that the structure of Danish higher education is warped, with far too many students being diverted to long-term degree programmes for which they may not be suited and which may train them only to become unemployed. In the words of Professor Bak : "We propose that the universities be transformed into university centres where there is a traditional graduate school, various colleges and schools for nurses, social workers and so on in one big organization which offers to the student the possibility of leaving at any level. The chief problem, however, is to adapt the new system to the old, that is to have mutually recognized degrees without losing the potential flexibility of the new system."

Such university centres exist already. They are the two experimental universities which use in particular project-based teaching methods : Roskilde, which opened in September 1972, and Alborg, which is expected to take in its first students this year.

This policy of restricting admission and at the same time promoting the large scale reform is also motivated by the situation on the graduate labour market. Denmark is at present turning out more trained graduates than there are suitable job opportunities. About three-quarters of all graduates are employed in the public sector. Professor Bak's report notes : "Typically the programmes with maximal increase percentages are those that contribute next to no employees to the private sector". It is hoped that the new policy will ensure a better balance between the public and the private sector.

378. 141. 224 (489) The Times Higher Education Supplement, 30-VIII-1974; B. M.

FINLAND : SECONDARY REFORM AND ACCESS TO HIGHER EDUCATION

In June the Finnish Government approved plans for the reorganization of secondary education. They largely follow the proposals put forward by the 1971 School Commission (see News-letter 3/73), except in one key respect : the existing grammar schools (lukio) will not disappear as such, but will be retained in a somewhat changed form as separate institutions for the 17-19 age groups. At the same time vocational schools will be improved so as to compete with the grammar schools as suitable avenues leading to technical universities, specialist colleges and other higher education institutions.

The first year in the new-look grammar schools will be devoted to a broadly based general course, after which pupils will either continue in the same school or move to a vocational one of their choice.

Last year about 40 per cent of the age-groups concerned were studying in grammar schools ; in some areas, especially in the south, the rate exceeded 50 per cent. By 1980 about half the 17-19 year olds at school will be in grammar schools. Most of the others will be in the vocational schools, which, like the grammar schools, will run a common foundation course prior to specialization. At present about a third of all secondary places are for trade and technical courses.

The new nine-year compulsory school (peruskoulu), now being gradually introduced, will be developed so that pupils can switch as simply as possible to the upper secondary stage.

This reform of the school system begins to pose difficult problems at the post-secondary level. In 1978, according to the plans, only some 14 % of the 19-21 age group will have access to first-year student places in higher education institutions, whereas nearly 80 % of the 16-18 age group will attend either grammar schools or vocational schools. As it is not to be expected that the number of student places in higher education can be significantly increased during the 1970s, this would lead to a situation where about half the upper secondary school leavers would have no access to higher education. In May the Finnish State Council therefore adopted a decision on the principles of upper secondary school policy. The decision states that efforts should be made to arouse interest in vocational training among the pupils of the nine-year comprehensive

BEST COPY AVAILABLE

school. It was realised that the ability of the vocational training institutions to compete with the new grammar schools depends essentially on the opportunities of their graduates to pursue further studies in higher education. The quota of graduates from vocational institutions for admission to higher education should therefore be greatly increased. This should also apply to those technical training institutions at higher education level which require a completed upper secondary school course for admission.

In the last two years the Ministry of Education has already requested the institutions of higher education to establish a 5-15 % quota in all fields of study for students coming from upper secondary vocational or technical schools and who had not taken the matriculation examination. For instance in medicine such a quota was set up for students having graduated from the "Health Institutes" and in dentistry there was a 5 % quota for students who had obtained the certificates of dental technicians. Similar quotas were established in technology, mathematics and natural sciences, agriculture and forestry, economics, business administration and law. In cases where no corresponding vocational school at upper secondary level existed, a quota was established for students with a special permit from the university chancellor after employment in a field related to the university course they wished to follow.

The problems of admission to higher education and of post-secondary degrees have been examined in great detail in the report of the so-called Takala Committee, which was set up in February 1972 and which submitted its report in the spring of 1974. The Ministry has sent the report to all authorities concerned for their opinions and will elaborate proposals for a coherent policy after the comments have been received.

The Committee proposed in particular that a number of changes should be made with regard to the present matriculation examination giving access to higher education. In a first phase a distinction would be made between the so-called threshold examination and the present matriculation examination : the threshold examination should in the Committee's view indicate whether or not a pupil coming from an upper secondary school has the abilities required for entrance to higher education. In a later phase the threshold examination would disappear and be replaced by internal evaluation of pupils in upper secondary schools.

The remaining part of the matriculation examination would take the form of a special examination in the higher education institution concerned to determine whether a pupil asking for admission has mastered the required knowledge and skills. These special examinations would be held by a national board. The present entrance examinations, which are at present organised by individual universities or colleges for a specific study field, would only be continued during a transitional period. The Committee proposes that joint selection committees should be appointed to determine selection procedures for each study field. In the final phase the special examinations mentioned above and the students' entrance examinations would be combined.

37.014.3 : 373.5 (480) The Times Educational Supplement; 5-VIII-74; Report; M. B.

FRANCE : PROJETS DE REFORMES A L'ETUDE

La vague de changement qui a suivi l'arrivée de M. GISCARD D'ESTAING au pouvoir n'a pas épargné l'éducation. Les responsables des différents secteurs ont étudié et élaboré des projets de réforme concernant aussi bien l'éducation préscolaire que l'enseignement élémentaire, secondaire et supérieur.

L'éducation préscolaire

Madame A. LESUR, Secrétaire d'Etat auprès du Ministre de l'Education, vient d'annoncer d'importants projets de réforme dans le domaine de l'éducation préscolaire. Insistant sur la nécessité de transformer en même temps les structures d'accueil et la pédagogie, le Secrétaire d'Etat distingue deux périodes dans l'éducation du jeune enfant.

Tout d'abord, pour les enfants de deux à quatre ans, le projet de réforme prévoit de courtes séquences pédagogiques conduites par des institutrices alternant avec des périodes de loisirs et de repos pendant lesquelles les enfants seraient confiés à des aides-éducatrices spécialement formées. C'est également ce personnel qui assurerait l'accueil des enfants dans les écoles ouvertes de 7 h 30 à 20 h.

BEST COPY AVAILABLE

Pour les enfants de quatre ans et plus, Madame Lesur a l'intention d'amorcer le passage à une scolarité plus structurée et d'éviter ainsi la rupture qui se produit fréquemment lors du passage entre l'école maternelle et l'école élémentaire. Dans ce but, le secrétaire d'Etat propose de faire commencer l'apprentissage de la lecture, de l'écriture et du calcul dès l'âge de quatre ans aux enfants qui le pourront. Cet apprentissage, qui ne serait pas imposé, débuterait plus ou moins tôt selon les possibilités de chaque élèves. De même, les enfants ne seraient plus répartis dans les classes en fonction de leur âge, mais en fonction de leurs aptitudes ; ils pourraient ainsi progresser chacun à leur rythme et il n'y aurait plus d'âge rigoureux d'entrée à l'école élémentaire.

La réalisation de ces projets suppose que tous les enfants soient en pleine possession de leurs moyens. C'est pourquoi un projet de visite médicale obligatoire des enfants de trois à quatre ans par un médecin spécialiste, très informé des problèmes scolaires, est à l'étude. Certains troubles ainsi dépistés pourraient disparaître par l'application de moyens correctifs simples et rapides faites par les enseignants.

Madame Lesur souhaite, d'autre part, une coopération très étroite entre les familles et le personnel des écoles maternelles et, dans ce but, propose de s'appuyer sur une meilleure formation des mères. A cette intention seront réalisées des émissions de radio et de télévision qui débuteront en novembre et seront diffusées aux heures scolaires. Une partie des émissions sera destinée aux enfants ne pouvant aller à l'école pour différentes raisons, des émissions pourront également être reçues dans toutes les écoles. D'autres émissions comporteront des conseils destinés aux parents sur l'éducation des jeunes enfants. De plus, et pour stimuler l'émulation entre les communes, des reportages feront connaître les plus intéressantes réalisations d'écoles maternelles.

Enfin, pour que l'école maternelle soit à l'image de la famille, Madame Lesur désire y encourager le recrutement d'instituteurs.

L'enseignement élémentaire et secondaire

Monsieur R. HABY, Ministre de l'Education, a annoncé dans une série de conférences de presse, qu'un nouveau projet de loi d'orientation de l'enseignement primaire et de l'enseignement secondaire serait déposé avant la fin de l'année devant l'Assemblée Nationale. Il remplacera le projet de M. FONTANET (cf. News-Letter/Faits Nouveaux 1 et 2/74) qui est abandonné. Le Conseil des Ministres a déjà approuvé les grandes orientations de la réforme qui ne s'appliquera vraisemblablement pas avant septembre 1976.

Le projet devra, selon M. Haby, répondre à trois objectifs : élever le niveau culturel de la nation ; former des élites adaptées aux exigences du monde moderne et de la compétition avec les pays étrangers ; améliorer les rapports entre formations et emplois. Pour cela, le Ministre estime qu'il n'est pas nécessaire de bouleverser de fond en comble les structures scolaires, mais plutôt de "gommer les inconvénients du système actuel" et de "donner plus de simplicité, de souplesse, voire d'autonomie locale".

Le système d'enseignement serait divisé en plusieurs tranches successives dont chacune formerait un tout sur le plan pédagogique. A la fin de chacune de ces étapes, l'élève recevrait une attestation ou un diplôme et aurait ensuite le choix entre trois possibilités : poursuivre des études longues générales, des études techniques, ou une formation professionnelle.

La première tranche concernerait l'école élémentaire de cinq ans plus la sixième et la cinquième (première et deuxième années de l'enseignement secondaire). Ainsi rapprochées du cycle élémentaire dont elles seraient l'achèvement, ces deux classes constitueraient une véritable "école moyenne". Elles comprendraient un enseignement général et technologique commun à tous les élèves sans qu'il y ait de filières ni de barrières d'âge. Leur but serait de consolider les acquis de l'école élémentaire et de donner une formation de base aussi bien à ceux qui quitteraient l'école à l'âge de 16 ans, qu'à ceux qui poursuivraient des études générales ou professionnelles.

Le Ministre de l'Education a distingué pour ces classes huit domaines de formation : français, une langue vivante, mathématiques, sciences humaines et économiques, sciences, éducation artistique, éducation physique, activités manuelles. Il a insisté sur la nécessité de réfléchir, dans chacun de ces domaines, sur la nature des contenus et des concepts à acquérir. Il a souhaité, par exemple, certains regroupements de disciplines (biologie - physique - technologie dans l'ensemble scientifique ; économie - histoire - géographie - éducation civique dans l'ensemble sciences humaines). Quant à l'enseignement des langues vivantes,

BEST COPY AVAILABLE

il devrait être conçu essentiellement de façon à donner une pratique élémentaire de la communication orale.

A la fin de la cinquième, les élèves recevraient un diplôme et pourraient ensuite continuer des études longues ou s'orienter vers les classes conduisant au collège d'enseignement technique ou vers les classes de pré-apprentissage.

La seconde tranche serait formée des classes de quatrième et troisième (troisième et quatrième années de l'enseignement secondaire). Il s'agirait de prolonger la formation des deux années précédentes, mais en introduisant certaines options (langues anciennes, deuxième langue vivante, enseignement professionnel). La sanction de ces deux années serait également un diplôme, et les élèves auraient à nouveau le choix entre l'enseignement général, l'enseignement technique long ou l'enseignement technique court.

La troisième étape concernerait les classes de seconde et de première (cinquième et sixième années de l'enseignement secondaire). L'enseignement comprendrait deux tiers de formation commune et un tiers d'options. L'enseignement commun reprendrait les huit domaines précédents à l'exception de quelques-uns qui deviendraient des options. Chaque discipline commune aurait trois heures hebdomadaires. A propos de cette formation commune, M. Haby a insisté sur la nécessité de tenir compte des intérêts des jeunes et de l'importance de l'information extérieure (presse et télévision).

Les options porteraient sur des disciplines telles que langues vivantes ou anciennes, éducation artistique ou enseignement technique. Il pourrait également y avoir des options d'approfondissement, notamment en mathématiques.

L'enseignement secondaire proprement dit s'arrêterait à la fin de la classe de première, après onze années de scolarité, et serait sanctionné par un baccalauréat qui pourrait prendre la forme d'un contrôle continu et non d'un examen traditionnel ; il serait accordé à tous les élèves ayant suivi jusque là une scolarité normale.

Cet enseignement terminé, les élèves pourraient soit suivre une formation professionnelle courte, mise en place avec l'aide des professions, pour entrer rapidement dans la vie active ; soit faire une année de transition (classe terminale) qui les préparerait à entrer à l'université ou dans un établissement d'enseignement supérieur technique court.

Afin de familiariser les élèves avec les disciplines et les méthodes pédagogiques de l'enseignement supérieur, l'enseignement dispensé en classe terminale serait déjà plus spécialisé et totalement optionnel. On y trouverait les disciplines de l'enseignement secondaire auxquelles s'ajouteraient des disciplines préfigurant l'enseignement supérieur (sociologie par exemple). L'horaire serait de six à dix heures pour chacune d'entre elles et davantage pour les options techniques. L'élève choisirait librement ses options en fonction des études supérieures qu'il souhaiterait entreprendre par la suite. La philosophie figurerait parmi ces options, mais M. Haby a indiqué qu'un enseignement philosophique pourrait être intégré à l'enseignement secondaire dès la classe de seconde. Enfin, la sanction de ces études se ferait plutôt sous forme de "mentions" ou de "crédits" que sous forme d'un examen, et permettrait l'accès à l'enseignement supérieur. Le Secrétariat d'Etat aux Universités souhaite cependant que l'accès ne soit pas entièrement libre et que les établissements puissent en moduler les conditions.

L'enseignement supérieur

Monsieur J.P. SOISSON, Secrétaire d'Etat aux Universités, propose, pour sa part, une refonte complète de l'ensemble des formations universitaires, notamment en les organisant en trois cycles de deux ans conduisant respectivement à la licence, à la maîtrise et au doctorat de troisième cycle.

Par ce projet de réforme, le Secrétaire d'Etat recherche avant tout une certaine cohérence du système universitaire. En préconisant une licence en deux ans, M. Soisson condamne l'actuel diplôme d'études universitaires générales (DEUG) qui, selon lui, comporte une ambiguïté analogue à celle du baccalauréat : sanction des études de premier cycle et à la fois porte d'accès dans le second cycle. D'autre part, contrairement à la licence qui jouit d'un certain prestige dans l'opinion publique et auprès des entreprises, le DEUG n'a, selon le Secrétaire d'Etat, aucune valeur psychologique, encore moins sur le marché de l'emploi. Il faut donc lever l'équivoque sur la finalité de ce diplôme et surtout lui donner une cohérence

BEST COPY AVAILABLE

propre. Dans cette optique, une licence en trois ans apparaît comme une anomalie dans une construction bien équilibrée. En la raccourcissant à deux ans, M. Soissons pense pouvoir faire bénéficier les étudiants d'un atout important : s'ils désirent, en effet, abandonner les études universitaires à ce stade, ils auront un diplôme connu et reconnu, auquel est liée notamment l'entrée par concours dans certaines administrations.

Un autre avantage pourrait résulter de cette réforme : la revalorisation de l'enseignement technique dispensé dans les instituts universitaires de technologie (I.U.T.). Créés en 1966, ces instituts organisent uniquement des formations courtes (deux années) sanctionnées par le diplôme universitaire de technologie (D.U.T.). Seule une faible partie des étudiants d'I.U.T. sont actuellement autorisés à continuer des études plus longues dans les universités. En faisant de la licence en deux ans un diplôme de fin d'études équivalent au D.U.T., M. Soisson pense pouvoir ainsi mettre à égalité l'enseignement général et l'enseignement technique de premier cycle.

Plus intéressante encore est l'intention de permettre à l'ensemble des étudiants titulaires du D.U.T. de continuer, s'ils le désirent, des études en vue d'obtenir une maîtrise. Poussant plus loin ses réflexions, le Secrétaire d'Etat envisage un assouplissement de l'accès aux universités. Celles-ci seraient ouvertes aux bacheliers ; elles le seraient aussi à des titulaires d'un premier cycle universitaire revenant après plusieurs années de pratique professionnelle ; elles le seraient encore à des personnes n'ayant jamais été étudiants, mais ayant acquis une compétence de plusieurs années de pratique professionnelle. Le principal souci de M. Soisson est, en effet, d'adapter les formations aux besoins de la société, donc d'en accroître la valeur et la portée.

Le Secrétaire d'Etat a l'intention, après avoir largement ouvert le débat sur ce thème, notamment au Conseil National de l'Enseignement Supérieur et de la Recherche, d'entamer la révision du contenu des diverses formations universitaires. Cette nouvelle étude pourrait donner lieu à un texte de loi soumis au Parlement.

Monsieur Soisson a, d'autre part, indiqué les autres actions prioritaires qu'il s'est proposé de mener : réforme du statut des enseignants, amélioration de la vie des étudiants, ouverture des universités sur le monde extérieur. Sur ce dernier point, il a précisé, mi-septembre, lors des journées parlementaires des Républicains Indépendants, qu'il se proposait, en liaison avec le Ministre des Affaires étrangères, d'étudier les moyens de donner une dimension européenne à la coopération universitaire. "Le moment me semble venu, a-t-il déclaré, de donner à cette coopération un support institutionnel qui pourrait prendre la forme d'une Fondation Européenne de l'Enseignement Supérieur".

37.014.3 (44) Le Monde, 26-VII-74; 1-VIII-74; 22-VIII-74; 18-IX-74; 20/21-X-74; C.P.

FRANCE : INNOVATIONS ET EXPERIMENTATIONS A L'UNIVERSITE

Quarante étudiants des universités de Lille vont être les premiers en France à bénéficier d'un enseignement universitaire en alternance. Vingt d'entre eux ont, à la rentrée, participé à un stage d'initiation de quinze jours durant lequel ils ont été informés des réalités professionnelles et syndicales. Depuis mi-octobre, ils accomplissent, dans des entreprises de la région, un stage rémunéré de quatre mois. Après quoi ils reviendront à l'université préparer le diplôme d'études universitaires générales (DEUG) de structures de la matière. Les vingt autres étudiants, qui préparent le DEUG d'administration économique et sociale, commenceront leur stage en entreprise début novembre.

Cette initiative des universités de Lille est soutenue par le secrétariat d'Etat aux universités qui a mis à leur disposition des moyens supplémentaires en crédits et en enseignants.

De son côté, le Conseil de l'université de Paris-Nord vient de décider le principe d'une profonde réforme pédagogique consistant à remplacer tous les enseignements traditionnels par des filières nouvelles à finalités professionnelles. Ces enseignements nouveaux doivent associer une formation scientifique de haut niveau à une formation professionnelle. Concernant surtout l'enseignement du deuxième cycle, cette réforme doit conduire à remplacer toutes les licences et maîtrises classiques par des maîtrises de sciences et techniques s'ajoutant aux trois qui existent déjà (communication, matériaux et télécommunications). Le Conseil de

BEST COPY AVAILABLE

l'université envisage la création des maîtrises suivantes : spécialiste socio-culturel de l'enfant et de l'adolescent ; attaché multilingue d'administration et d'entreprise ; information et documentation ; analyse et gestion financière ; gestion publique ; sciences et pédagogie (pour la formation des enseignants) et enfin, une maîtrise consacrée au problème de l'insertion professionnelle des handicapés et des marginaux.

Les moyens d'application de cette réforme sont actuellement en cours de discussion avec le secrétariat d'Etat aux universités. Il est notamment demandé que ce programme fasse l'objet de contrats de financement pluriannuels, que les formations nouvelles soient sanctionnées par des diplômes nationaux et qu'un nombre important de bourses soient accordées aux étudiants de l'université.

Citons enfin, dans un domaine plus général, les expériences d'université du troisième âge tentées, après Toulouse, par les universités de Caen et de Lille. Créée dans le but d'apporter une contribution à l'élévation des niveaux de vie des personnes âgées, l'université du troisième âge est à la fois "une institution d'éducation permanente et de santé publique parce qu'elle vise au bien-être physique, mental et social des personnes âgées". C'est ainsi que les activités socio-culturelles et les recherches pluridisciplinaires mêlent les programmes les plus divers : conférences, tables rondes, journées d'études, bilans de santé, exercices physiques, voyages, activités d'expression, etc.

Pour réaliser son université du troisième âge, Lille reprend les grandes options de Toulouse, mais voudrait toutefois créer plusieurs centres disséminés dans la région, de façon à se rapprocher le plus possible de toutes les catégories, urbaines et rurales. Aucune activité n'est exclue et l'université du troisième âge pourrait, en fait, revêtir la forme d'un Institut de culture et de loisirs. Ce serait un service commun de l'université dont le personnel enseignant et de recherche proviendrait de toutes les unités d'enseignement et de recherche. Elle serait en relation étroite avec les milieux socio-économiques, régionaux, nationaux, et particulièrement les syndicats.

Pour l'instant, il s'agit tout d'abord d'une évaluation des besoins, d'une première approche pour sensibiliser les personnes âgées, mais il n'en demeure pas moins que le problème essentiel reste celui du financement, et l'on espère convaincre les organismes régionaux pour obtenir les moyens de mettre en place les premières actions.

37.014.3 (44)

Le Monde, 11-VII-1974 ; 16-X-1974 ;
L'Education, 10/16-X-1974 ; C.P.

FRANCE : REPERCUSSIONS DE L'ABAISSEMENT A DIX-HUIT ANS DE LA MAJORITE CIVILE ET ELECTORALE

Monsieur HABY, Ministre de l'Education, a déclaré dans une circulaire parue en septembre au Bulletin Officiel, que les répercussions sur le système éducatif français de l'abaissement à dix-huit ans de l'âge de la majorité civile et électorale - concernant quelque quatre cent mille élèves - feraient l'objet d'une étude approfondie au cours des prochains mois. Il a cependant estimé opportun de ne pas différer l'amorce de l'évolution qui en résultera pour les établissements et, dans ce but, il a apporté aux chefs d'établissements les premières indications pratiques.

Selon le Ministre, il ne faut pas perdre de vue que, dans les lycées, les élèves mineurs sont les plus nombreux et que, de ce fait, les caractéristiques du fonctionnement des établissements ne doivent pas subir de modifications fondamentales. Toutefois, parce que nombre d'élèves auront atteint l'âge de 18 ans, les règlements intérieurs pourront être libéralisés, notamment en ce qui concerne les classes terminales.

Sur le plan individuel, l'élève majeur doit pouvoir, s'il le désire, accomplir personnellement les actes qui, dans le cas d'élèves mineurs, sont du ressort des seuls parents : inscription, annulation de celle-ci, choix de l'orientation dans le cadre des procédures usuelles. Cependant, sauf prise de position écrite de l'élève majeur, les parents seront normalement destinataires de toute correspondance le concernant : relevés de notes et d'appréciations, convocations etc. Lorsque l'élève s'y opposera, les parents en seront avisés et le chef d'établissement étudiera avec l'élève majeur les dispositions à prendre.

BEST COPY AVAILABLE

Sur le plan financier, la majorité civile n'entraînant pas ipso facto la disparition de l'obligation d'entretien que les parents doivent assumer en proportion de leurs ressources et des besoins de leurs enfants, les parents continueront, en général, à couvrir les frais liés à la scolarité. Le certificat de scolarité délivré par l'établissement aura alors une valeur particulière : il donnera aux parents concernés la possibilité de faire valoir leurs droits au regard de la législation fiscale et sociale. Par contre, toute perturbation dans la scolarité (absences répétées, abandon des études) susceptible de mettre les parents en contravention vis-à-vis de cette législation devra leur être signalée.

L'élève majeur qui ne serait plus à la charge de ses parents devra prendre l'engagement écrit de régler tous les frais liés à la scolarité et apporter la preuve que ses revenus personnels lui permettent de faire face à ses obligations ou, à défaut, qu'une personne solvable se porte caution pour lui.

Le ministre précise enfin que les règles de discipline individuelle et collective étant précisées dans le règlement intérieur, celui-ci devra être porté à la connaissance des élèves majeurs avant leur inscription ou au moment de leur majorité et que l'acte d'inscription vaudra adhésion à ce règlement. D'autre part, il rappelle que le principe de la neutralité politique des établissements reste inchangé de même que les modes de relation entre les élèves et l'établissement.

37.04-053.7 (44) Bulletin Officiel du Ministère de l'Education, 19-IX-1974 ; C.P.

FRANCE : CONCERTATION FRANCO-ALLEMANDE

Dans le cadre des accords franco-allemands, le ministre-président du Land Bade-Wurtemberg, Hans FILBINGER, a rencontré à Paris le ministre de l'Education, René HABY, de même que les deux secrétaires d'Etat, Annie LESUR et Jean-Pierre SOISSON. Les entretiens qui, aux dires des ministres, ont été extrêmement fructueux, devraient aboutir à un renforcement de la coopération existante entre les deux pays, depuis l'enseignement pré-scolaire jusqu'à l'université.

Il faut noter, entre autres, qu'un groupe de travail mixte va s'efforcer d'harmoniser l'enseignement précoce des langues en continuité depuis le pré-scolaire jusqu'au baccalauréat. Le renforcement des sections bilingues dans les établissements secondaires par l'intégration d'autres disciplines dans cet enseignement sera également étudié ; actuellement, ces sections intéressent 120 classes dans 22 établissements en Allemagne et 200 classes dans 80 lycées en France. Par ailleurs, Fribourg verra cette année s'ouvrir un deuxième lycée franco-allemand, le troisième étant prévu à Francfort pour 1978. Côté français, c'est à Versailles, l'an prochain que s'ouvrira un lycée de ce type.

Les problèmes de formation professionnelle ont été également abordés et des essais seront entrepris des deux côtés de la frontière pour l'instauration de systèmes d'unités capitalisables et de contrôles continus dans trois secteurs professionnels : métullurgie, électricité et voies de construction.

Il semble toutefois que ce soit au niveau de l'université que les projets sont les plus marquants. Outre l'équivalence des diplômes, les ministres ont décidé de définir ensemble des programmes concertés d'études et de recherches. A ce propos, les stages qui sont actuellement de trois mois seront portés à la durée d'une année universitaire pour les professeurs et les étudiants.

Jean-Pierre Soisson, qui a proposé une conférence des présidents d'université de la communauté afin de définir réellement le pouvoir universitaire, a notamment déclaré : "S'il doit y avoir une construction européenne, c'est d'abord dans le domaine universitaire qu'elle peut se faire".

37.014.256 (44 : 430.1) L'Education, 17-X-1974 ; C.P.

BEST COPY AVAILABLE

FEDERAL REPUBLIC OF GERMANY : IN SEARCH OF AN ABITUR PLUS X

In July the Planning Committee for the Higher Education Buildings Programme (Planungsausschuss für den Hochschulbau), which is composed of officials of the Federal and Länder Ministries, passed the fourth General Buildings Programme for the years 1975-78. It envisages a total capital expenditure of 12,600 million DM, half of which will be borne by the Federal Government, and sets the following target figures for 1978 :

- number of students to be newly admitted : 189,000 = 21.5 per cent of the 19-21 age group (in 1974 : 172,000),
- number of study places : 800,000 (in 1974 : 640,000),
- total number of students : 930,000 German and foreign students (in 1974 : 780,000).

These target figures give a reasonably accurate forecast, as the inclusion of any building project in the programme is binding on the Land concerned, subject only to Parliamentary approval of the annual Land budget. At the same time these figures conceal facts of far-reaching implication : the planned intake of 189,000 students in 1978 will fall short of demand. The committee's projections, based on current trends, reveal that the total intake in 1978 would have to be 237,000 (or 27.1 per cent of the age group) if all applicants with Abitur, the grammar school leaving certificate, or its equivalent were to be accepted. This is a shortfall of 48,000.

In the academic year 1973/74 there were some 60,000 unsuccessful applicants in the subjects where admission was restricted. These applicants were absorbed into other courses, e.g. they decided to study law instead of medicine. However, in future this will no longer be possible. The committee forecasts that in 1976 some 25,000 applicants will not be able to find a place in any higher education course and that this figure will rise to 41,000 in 1977 and to 48,000 in 1978. In other words : in 1978 every fifth applicant will have to be refused admission to higher education once and for all even though he has obtained the Abitur or its equivalent.

This obviously marks a turning point in German education policy. Since the Abitur was introduced in the wake of the French Revolution it has enabled its holders to study any subject of their choice at the universities and thus gain access to the professions which constituted the hard core of the middle class. Spurred by economic growth and egalitarian concepts the policy of the past decade was oriented towards universal improvement of educational opportunity through rapid expansion. Thus the number of applicants to higher education rose steadily - has it now hit the limits of educational growth ? The committee, and with it a majority in the political parties and the population at large, believes it has, and therefore proposes, for the first time in German history, a declared policy of universal restriction of access to higher education.

It is difficult to argue against the committee's opinion. Given the financial constraints the proposed expansion seems to be the maximum that can be achieved and there have even been warnings that the target figures for 1978 may not be reached. In its report the committee also deals in great detail with society's future need for graduates. While recognizing the difficulties in accurately predicting future manpower needs, the committee concludes that if the number of entrants is not cut down as proposed, there will be an oversupply of graduates by 1980 in all fields, except technology.

The committee advocates a series of measures to alleviate the limitation on student intake. Hardly any of these are new, yet few have as yet been introduced to any notable extent. They include reduction in the average length of study (at present 6.6 years at the universities and 4.5 at the colleges) and more economical use of staff and buildings. Furthermore the committee urges the introduction of more practical-oriented courses in upper secondary education, improved guidance and the widening of opportunities for school leavers, in particular by a reform of the Civil Service career structure. Finally the committee stresses the need to modify the admission system which is at present exclusively based on the marks obtained in the Abitur examination.

There is general agreement that the Abitur marks cannot remain the only criterion for admission to higher education, although it is recognized that the Abitur is still the most reliable among the available predictors of academic success. Competition for good marks reintroduces into the secondary school the selectivity and divisiveness which the reformers had hoped to overcome once and for all. It also thwarts the good intentions of the upper secondary reform, the core-and-course system of which is at present being introduced in all sixth forms (see News-Letter 4/72) : instead of choosing the courses of their interest, pupils opt for those subjects in which they hope to obtain the best marks.

BEST COPY AVAILABLE

In view of this situation three proposals have been made. The first, made in July by the Vice-Chancellors Conference, was to replace the Abitur by a higher education admission examination which should also be based on the results obtained in the final school year and should be independent of the school and university authorities. This proposal was generally rejected as too complicated and too expensive.

The second solution proposed is contained in the Federal Government's Higher Education Frame Bill (see News-Letters 4 and 6/70) which since the end of 1970 three successive Federal Ministers of Education have so far failed to have enacted by the Federal Parliament. The Bill proposes that apart from the marks obtained special interests and abilities should be put on record in the Abitur certificate. Furthermore the Bill allows for periods of practical work done after leaving school to be taken into consideration in the admission procedure.

The third proposal has recently been submitted in the report of an expert committee, chaired by psychologist Professor J. HITPASS, which visited the USA on behalf of the Federal Education Ministry to study admission procedures there. The committee recommended that the Abitur be combined with tests : the tests, which should comprise general and subject specific elements, should measure cognitive abilities, and the applicant would be granted or denied admission according to the combined results of Abitur and tests.

No decision has yet been taken. The search for the Abitur plus X continues. In September the Standing Conference of Länder Ministers of Education requested the joint working group of members of its school and higher education committees, which was reinforced by two deputy ministers, to examine in detail the various possibilities for supplementing the Abitur and to submit proposals to the Conference. At the same time, the School Committee was requested to speed up the preparation of draft agreements on uniform examination requirements in the various Abitur subjects.

378.141.224 (430.1)

Informationen Bildung Wissenschaft, No. 7/1974 ; Akademischer Dienst, No. 27 ; Die Deutsche Universitätszeitung, No. 19 ; The Times Higher Education Supplement, 11-X-1974 ; v.M.

FEDERAL REPUBLIC OF GERMANY : COMPROMISE ON ORIENTATION STAGE

In August, at the beginning of the school year 1974-75, an agreement adopted in February by the Standing Conference of Länder Ministers of Education came into force : it stimulates that all Länder are to have completed the reorganisation of the 5th and 6th school years of all types of school into an orientation stage (Orientierungsstufe) by the school year 1976-77 and, at the same time, lays down the principles for the reorganisation.

The aim of the orientation stage is to postpone the final decision on a pupil's school career to the end of the 6th school year, in other words, to abolish the present 10+ selection and replace it in future by a 12+ selection. The orientation stage, which was proposed as early as 1959 by the German Education Committee, the predecessor of the actual German Education Council, has remained a subject of bitter controversy, being opposed on the one side and acclaimed on the other as the spearhead of comprehensiveness. Thus the Christian Democratic parties and the Länder in which they hold power have always maintained their veto against an orientation stage in a comprehensive school.

The agreement by the Conference could therefore be no more than a compromise which leaves it to each Land to decide whether to combine the 5th and 6th classes in one comprehensive school or whether to introduce the orientation stage separately at each of the existing three school types (grammar school, intermediate school, secondary modern school). However, as the agreement contains almost identical stipulations for both cases, there seems to be more consensus among the educators on the content of the reform than among the politicians on its organisation.

The core of the agreement is the introduction of a common programme for all subjects in the 5th and 6th school years and the recommendation to adopt flexible methods of differentiation and individualisation of education with a view to orienting each pupil towards his or her future school career. The common programme for both grades should consist of 56 periods (i.e. 28 for each grade) per week with a margin of not more than 3 periods to be added or omitted. The programme is as follows :

mother tongue (German)	9 ± 1
social sciences (history, geography and civics)	8 ± 2
first foreign language (English, Latin, French, depending on Land regulations)	9 ± 1
mathematics	9 ± 1
natural sciences (physics, chemistry, biology)	9 ± 1
music and arts instruction	8 ± 2
sport	6 ± 2
technology - economics : periods as provided in the Land regulations	
religious instruction : periods as provided in the Land regulations	
	58 ± 3

The agreement recommends that setting - defined as instruction in homogenous groups especially in mathematics, mother tongue and foreign language - should be applied in all orientation stages whether at comprehensives or at traditional school types. Individualised education, through group work, projects, independent learning etc. should be promoted and coaching should be offered for weaker pupils.

At the end of the orientation stage the school states what type of school is best suited for the further education of the pupil (which is compulsory up to grade 9 inclusive or the age of 15-16). This statement will be based on the pupil's achievement in grades 5 and 6 and on an opinion of the pupil's development and prospects established by his or her teachers. Should the parents disagree with the school statement on the pupil's further education, it will be for each Land to decide on the procedure to be followed.

373.553 (430.1) Die Höhere Schule, No. 8/1974 ; v.M.

FEDERAL REPUBLIC OF GERMANY : MULTI-MEDIA COURSES FOR IN-SERVICE TRAINING

A multi-media system for in-service training of teachers has been developed as a joint pilot project by the Federation and the Länder. It will get under way this autumn with a number of courses open to staff at all levels. Preparatory work began in 1973. The Federal Ministry of Education and Science granted 9.5 million DM for the period up to 1976 and an equal amount is being contributed by the Länder Ministries of Education.

The courses are of the "open university" type and consist of a series of television or radio programmes supported by tapes, cassettes, slides, printed material and assignments. At regular intervals participants will meet in weekend seminars under the guidance of a counsellor. As the courses will be largely self-instructional, teachers will be able to follow them at home and will not need to obtain leave of absence to attend courses at special centres during school hours. The cost of providing this new form of in-service training will thus be relatively low.

Participation will be voluntary, but the previous demand expressed by serving teachers for supplementary training programmes has convinced the Ministries that the response will more than justify the expense. An additional attraction to the convenience of home study is the possibility of gaining further qualifications which will enable secondary modern and intermediate school teachers to move to grammar and vocational schools and thus earn the higher salaries enjoyed by their colleagues in those institutions.

The overall programme is divided into subject-related courses and more general or background courses. The former are designed to assist teachers to broaden and deepen the knowledge they acquired at university or training college and to keep them abreast of recent developments in their fields. For the time being they will be mounted mainly in the so-called Mangelfächer (the subjects in which the present shortage of teachers is most acute) like mathematics, physics and biology at Secondary Level I (age group 10-16) and physics and English at Secondary Level II (16-19). By concentrating on these subjects it is hoped not only to increase the supply of science teachers but also to avoid ideological conflicts and enable all Länder to contribute to the scheme regardless of the political differences which exist between them.

BEST COPY AVAILABLE

The more general courses are intended to have a wider appeal and to provide information and assistance of practical use in normal teaching situations. One of the most popular of those due to commence this autumn is a course entitled Legasthenie (reading and writing difficulties) for which some 1 200 teachers in Baden-Württemberg, Hesse, Rhineland-Palatinate and the Saarland have already applied. Another dealing with pre-school models in foreign countries is expected to attract a wide following from kindergarten teachers who are also included in the project.

Planned for next year is a series of films illustrating demonstration classes which aim to stimulate young teachers, particularly in the preparation of their lessons, a cassette course on vocational education, one of the present Government's priority areas, and a programme designed to familiarize staff with the various technical aids now available, their operation and applications.

About half of West Germany's school teachers are under 40, so the benefits of in-service training will be felt for many years to come. It is also hoped that the feedback gained from the current scheme can be utilized to improve the future training of student teachers.

The project was developed in close co-operation with the Educational Film Institute at Munich and the Distance Study Institute at Tübingen. The radio and TV stations participate on a voluntary basis and finance their contributions to the project from their own budgets. The project is an experimental one aimed at acquiring experience in this new approach to in-service training during a limited period. After that period it will be decided whether to continue the project and if so how to adapt the centrally developed courses to the regional needs of the different Länder.

371.14 : 371.333 (430.1)

Akademischer Dienst, 12-IX-1974 ; The Times Educational Supplement, 20-IX-1974 ; v.M.

ITALIE : INSTITUTION DES ORGANES COLLEGIAUX DE L'ECOLE

Un décret d'application paru en septembre, institue à tous les niveaux les organes collégiaux destinés à assurer une gestion démocratique de l'école prévus par la loi de juillet 1973 (cf. News-Letter/Faits Nouveaux 6/73). Ces organes sont structurés de la façon suivante :

ORGANES COLLEGIAUX FONCTIONNANT DANS LES ECOLES PRIMAIRES, SECONDAIRES MOYENNES ET SUPERIEURES

Le Conseil de classe

Composition : le chef d'établissement ou son délégué, faisant fonction de président ; les enseignants de la classe ; quatre représentants élus par les parents (2 parents et 2 élèves dans les écoles secondaires supérieures) ; un secrétaire (enseignant membre du conseil, désigné par le président).

Compétences : le Conseil présente au collège des enseignants (voir plus loin) des observations et propositions portant sur les activités pédagogiques. Il facilite et étend les rapports entre enseignants, parents et élèves. Les enseignants seuls étant présents, il assure la notation périodique et finale des élèves ainsi que la coordination pédagogique et les rapports interdisciplinaires.

Dans les écoles primaires, il est établi un Conseil interclasses qui se compose : d'un directeur pédagogique faisant fonction de président, d'enseignants des classes parallèles ou du même cycle, d'un représentant des parents d'élèves élu par ceux-ci, d'un secrétaire (enseignant désigné pour un an par le directeur pédagogique).

Le Conseil d'établissement

Composition : un président (représentant des parents, membre du Conseil, élu à la majorité absolue) ; un secrétaire désigné par le président parmi les membres du Conseil ; des représentants élus parmi les enseignants, le personnel non enseignant et les parents ; à titre consultatif, des spécialistes qui assument en permanence, dans le cadre de l'école, des tâches médico-psycho-pédagogiques et d'orientation. Le nombre des membres dépend des effectifs de l'établissement.

Compétences : le Conseil prépare le budget et décide de la répartition des moyens financiers pour l'administration et l'action pédagogique de l'établissement. Il a un pouvoir de décision, sur proposition du Bureau exécutif mentionné ci-dessous, en ce qui concerne l'organisation et la programmation des activités scolaires. Il décide de l'acquisition et du renouvellement des équipements technico-scientifiques et des supports pédagogiques (télévision et livres compris). Il favorise les contacts avec d'autres écoles pour des échanges d'informations et d'expériences et pour d'éventuels projets de collaboration. Il encourage et développe toute activité culturelle, sportive et récréative présentant un intérêt particulièrement éducatif. Il adresse chaque année un rapport à l'Inspecteur d'académie et au Conseil scolaire provincial.

Le Collège des enseignants

Composition : le chef d'établissement (président), le personnel enseignant et non enseignant en service dans l'école, un secrétaire (enseignant).

Compétences : le Collège a un pouvoir de décision en ce qui concerne l'action pédagogique de l'établissement. Il adapte les programmes d'enseignement aux exigences spécifiques du milieu. Il facilite la coordination interdisciplinaire. Il encourage toute initiative dans le domaine de la recherche pédagogique et du recyclage culturel et professionnel. Il élit des enseignants appelés à collaborer avec le chef d'établissement, dont le nombre dépend des effectifs de l'école en question. Le Conseil se réunit au moins une fois par trimestre, mais aussi chaque fois que le chef d'établissement le juge opportun ou à la demande d'un tiers au moins de ses membres.

Le bureau exécutif

Composition : le chef d'établissement (président), un secrétaire, des représentants élus au Conseil d'établissement, comprenant un enseignant et deux parents (ou un parent et un élève dans les écoles secondaires supérieures), et un représentant du personnel non enseignant.

Compétences : Il prépare le budget et les travaux du Conseil d'établissement et veille à l'exécution des décisions de celui-ci.

Le Comité pour la notation du service des enseignants

Composition : le chef d'établissement (président), un secrétaire, deux enseignants membres effectifs et un suppléant pour les écoles de moins de 50 enseignants ; quatre enseignants membres effectifs et deux suppléants pour les écoles de plus de 50 enseignants.

Compétences : le Comité évalue le service de l'enseignant sur la demande de celui-ci, la notation étant attribuée après avis du chef d'établissement.

Le Conseil de discipline des élèves

Composition : le chef d'établissement (président), un secrétaire (un enseignant), des enseignants élus par le Collège des enseignants, deux parents élus par les parents d'élèves (un parent et un élève dans les écoles secondaires supérieures).

Compétences : le Conseil a un pouvoir de décision et de sanction dans le domaine disciplinaire ; contre ses décisions, un recours est possible auprès de l'Inspecteur d'académie.

On retrouve, au niveau du district, aux niveaux provincial et national, les mêmes types d'organes collégiaux garantissant pleinement l'application du principe de gestion démocratique à l'école, tant pour l'organisation et la gestion administratives, que pour les activités pédagogiques scolaires ou extra-scolaires.

On retrouve ainsi au niveau du district : un Conseil scolaire de district et un Bureau exécutif de district ; au niveau provincial : un Conseil scolaire provincial, un Bureau exécutif provincial, un Conseil de discipline pour le personnel de l'école maternelle, primaire et moyenne ; et au niveau national :

- un Conseil national de l'Instruction Publique présidé par le Ministre de l'Instruction Publique ; un Bureau de présidence du Conseil national de l'Instruction Publique présidé lui aussi par le Ministre de l'Instruction Publique et composé de 7 conseillers élus par le Conseil national en son sein, l'un d'entre eux assumant les fonctions de vice-président. Ce Bureau prépare les travaux du Conseil national et fixe l'ordre du jour ;

BEST COPY AVAILABLE

- un Conseil de discipline pour le personnel de direction des écoles publiques de toute catégorie et de tout niveau ; un Conseil de discipline pour le personnel enseignant titulaire et non titulaire des écoles publiques secondaires supérieures et artistiques ;
- des Comités nationaux pour chaque type d'école ; des Comités nationaux s'intéressant à des domaines et à des problèmes spécifiques ; des Comités nationaux pour le contentieux.

Sont également prévues des Assemblées scolaires pour les élèves et les parents au niveau de la classe et de l'établissement.

Bien que la loi date de 1973, le décret d'application n'a été promulgué qu'en septembre, lors de la rentrée scolaire. Ce délai dû à certaines difficultés juridiques, a été déploré par l'opinion publique qui avait favorablement accueilli cette législation. On craint que les enseignants, les parents et les élèves ne soient pas encore préparés à exercer les fonctions qui leurs sont conférées. Cela pourrait amener les partis radicaux qui ont l'organisation la plus efficace, à s'emparer des Conseils et ainsi du système scolaire.

371.5 : 373 (45) Tecnica Della Scuola, 1-X-1974 ; D.P.

NETHERLANDS : THE MIDDLE SCHOOL

In September the Minister of Education, Mr. J.A. van KEMENADE authorised the initial phase of a project which, if successful, could lead to the general introduction of a new comprehensive middle school catering for all children in the age range 12 to 16 years.

The Minister had announced in 1973 his desire to proceed with a pilot project in this field (see News-Letter 1/74) and a committee (Innovatiecommissie Middenschool - ICM) was set up to plan and supervise its implementation. The committee proposed a series of stages ranging from identification of problems to evaluation of results achieved, with a view to generating sufficient data on which to base a decision as to whether or not to extend the new middle school to the whole country. The proposals were examined and their general lines of approach approved by the Central Commission for Educational Management (Centrale Commissie voor Onderwijsoverleg).

When announcing the start of the pilot project, the Minister of Education drew attention to the four advantages expected to arise from the new middle school : increased equality of educational opportunity ; avoidance of an excessively early choice as regards future career and further studies (such decisions would be taken at 16 years instead of 12 years) ; a more varied curriculum ; increased individualised teaching. It was pointed out that the legislative action to be taken concerning the middle school would depend upon the results of the pilot project. This is in welcome contrast to many reforms in which the legal measures preceed research and evaluation. By associating the schools themselves in the running of the project (initially between 30 and 50), it is anticipated that grass-roots support for the middle school will be achieved. It is intended that the project should be conducted as openly as possible.

The project has, however, not been without its critics. It has been argued that delaying decisive choices until the age of 16 years will disadvantage the more able pupils whose aptitudes and preferences are identified at an earlier age. If the middle school leads to the disappearance of the numerous existing schools, catering for the 12-16 age group, it is held that this will mean a reduction of choice in educational matters and may therefore be an anti-democratic measure. Critics are also sceptical about the middle school's ability to increase equality of educational opportunity, pointing out that compensatory action to be effective needs to be taken at a much earlier stage of the educational system.

373.553 (492) Uitleg 379, 388 ; Weekblad, 3-X-1974 ; A.K.

NORWAY : SECONDARY REFORMS BECOME LAW

After 10 years of preparatory work by teams of experts and at times heated discussion a law on the structure of the upper secondary school has at last been adopted (see News-Letter 6/73). Under this law the present grammar and the various vocational schools will be merged into a three-year upper secondary school (videregaende skole) on comprehensive lines. Based on the nine-year compulsory school, it will normally cater for pupils in their tenth to twelfth school years.

The new schools will provide one- or two-year basic courses of a general and practical nature, followed by a selection of more advanced studies leading to higher education or careers in industry and commerce. The schools will also arrange shorter courses, part-time tuition, and day-release classes which will be conducted in co-operation with the industrial apprenticeship schemes. Adult students may be admitted as well.

There will be a governing body of seven members in each school. Teachers will elect their own council and pupils likewise. Two pupils will be able to attend the meetings of the county education boards, and two will be full members of the school governing body. Each school will also have a separate council for the non-teaching personnel, and one of its members will sit on the school governing board.

It is not expected that the new law will put an end to public debate on this matter as the Ministry will soon be giving information about evaluation procedures, qualification conditions and the curricula of the new upper secondary school.

37.014.3 : 373.5 (481)

The Times Educational Supplement, 13-IX-1974 ; Aftenposten, 26-IX-1974 ; A.R.

PORTUGAL : WIND OF CHANGE BLOWS STRONG

The overthrow of former President SPINOLA and the accompanying shift to the left in Lisbon are likely to accelerate, rather than slow, the radical measures sweeping through Portugal's education system.

Exiles have returned from abroad, a revulsion against the old order has meant widespread refusal to continue courses laid down under the Caetano regime and, in many cases, to sit exams. Right wingers who had long defended powerful fiefs and empires have been ejected, and newcomers elected by students and remaining staff. In Oporto, for example, university students acclaimed as Rector mathematician Rey Luis GOMES opposition candidate for president in 1947, who in 1958 paid for his political activities with a year in prison, part of 27 years of persecution and exile since he was expelled from Oporto University.

There has been turmoil, too, at the Ministry of Education since the April 25 Armed Forces Movement coup. Ex-President SPINOLA wanted Dr. Veiga SIMAO to retain his portfolio and to implement the reforms on the stocks since 1970. He was replaced by Dr. Eduardo CORREIA of Coimbra University, however. A crisis of confidence erupted in July and the four new under-secretaries resigned. These events coincided with the fall of the first provisional government headed by Prime Minister Carlos PALMA.

The present Education Minister, Dr. Vitorino Magalhaes GODHINO, is a scholar of considerable prestige. Much of his working life has been spent in France, most recently at Clermont Ferrand University. He is an economics historian and sociologist, was elected a corresponding fellow of the British Academy in July this year, and is the only Portuguese contributor to the New Cambridge Modern History. Dr. Godhino is author of "A Direction for Education", a recently published book in which he proposes profound reforms.

He has the task of rebuilding a Ministry discredited from top to bottom. Although commissions are being set up to examine every sector and fundamental changes will certainly accur, the beginning of the new academic year, like the end of the last, is likely to be very confused. For one thing, there will probably be 30 per cent more students. As the wars in Africa draw to a close, thousands of conscripts will be returning to start or resume courses, as will many who were expelled. On the other hand, many notable and qualified people are returning, although, it is feared, not enough to man the universities and colleges adequately.

BEST COPY AVAILABLE

A degree of confrontation between student groups and the authorities is sure to continue, though the students are by no means a united, co-ordinated group. Less than one per cent are from other than upper- or middle-class homes, and it is estimated that no more than 20 per cent are interested in politics. But student pressure is seen as a positive force, and their proposals are generally considered constructive.

Among the first changes has been the thorough revision of the teaching programmes, particularly in such sensitive areas as history, politics, philosophy and Portuguese Literature, while economics will now have more emphasis. The whole of the profession was consulted about the changes by questionnaire, the first time such a thing has happened in Portugal. Teachers will now be free to select their own texts, instead of relying on works both selected and retailed by the Ministry.

There is also a strong feeling that changes in higher education should form part of a revamp of the whole education system. Dr. Godhino emphasizes that schooling should start as soon as possible and plans nursery schools for three- or four-year-olds, instead of delaying school until six or seven, as at present. Adult education is also scheduled for priority treatment, coupled with efforts to promote cultural activity to encourage people to think for themselves, seen by Dr. Godhino as vital if democracy is to be built and defended in Portugal. Besides giving teeth to a late admissions programme for the universities, an Open University may be set up as part of an attempt to reach the whole of the Portuguese population.

At present only 35 per cent of children stay on beyond primary school. Of the few who complete the secondary course, overwhelmingly from the middle classes and the cities, 70 per cent start university courses, though only 18 per cent of these actually complete them. The Salazar philosophy was for the State to provide the educational foundation - the three Rs - and for the private sector to provide the rest for those who could afford it. Even now there are twice as many private secondary schools as State ones, and in the grammar sector more than four times the number.

It is not proposed that any restrictions should be put on university entry at the moment. Those who complete their grammar school course satisfactorily can now register at any faculty, and this will be widened to include technical school leavers. The Minister has warned of the dangers of perpetuating a system which produced highly qualified but unemployable graduates, so it is certain that in the medium and long term, much more emphasis will be given to the provision of middle level and short technological courses. Portugal has less than a sixth of the scientists and engineers and a twelfth of the technicians per capita that Britain has. Only two per cent of students read agronomy in a country where more than a third of the population is employed in that sector.

Because Portugal has been without meaningful political institutions for so long, her options are much wider than in many countries. Nothing is taboo in today's Portugal. In the scientific and technological disciplines, British and North American ideas tend to dominate, while in the arts and humanities, the French influence is strong. Add a strong dose of Latin American radicalism, and something exciting is likely to emerge from the debates and studies.

There is, of course, a severe shortage of qualified staff, a lack of modern facilities, libraries, equipment and space. In recent years 45 per cent of the national budget has been spent on fighting the African wars. But despite the undoubted economic difficulties Portugal is facing, it is hard to find anyone who is not optimistic.

37.014 (469) The Times Higher Education Supplement, 11-X-1974 ; M. B.

SWEDEN : COMMISSION ON WORKING CONDITIONS IN SCHOOL

In August 1974 the Commission on working conditions in school (SIA - Skolans inre arbete) issued its final 952 pages report. The Commission was set up in 1970 under the chairmanship of Mr. Jonas ORRING, director general of the National Board of Education, to investigate working conditions in school with a view to adapting the school structure to the needs of society.

According to the Commission's chairman three quarters of all pupils have no home waiting for them when lessons end because their parents are at work or studying or out for some other reason. Hence the idea of an integrated school-day, the aim of which is "to make the nine-year compulsory school a living educational and social centre". This concept is the keystone to the SIA report. The integrated school-day would contain much more and last longer than the present one, for example from 6.00 to 18.00. The obligatory part of the new school-day, averaging about six hours for infants and juniors and seven hours for senior pupils, would be used not only for lessons but also for activities such as extra tuition, individual study, meetings of pupil councils, clubs, sport, drama and music. The non-compulsory part of the school-day, both before and after lessons, would be reserved for various voluntary activities and hobbies which now take place mostly in local community leisure centres.

The SIA Commission is of the opinion that through the integrated school-day and also by including child welfare activities the traditional school would become a community-orientated institution capable of breaking down the barriers between school and community.

Another principal feature of the SIA report is the replacement of classes by more flexible working units which would enjoy a broad measure of independence and operate like mini-schools. A working unit might include the same number of pupils as two or three present-day classes and be sub-divided into mixed ability teaching groups.

Teachers would work in small teams, headed by a study leader and assisted by specialists in remedial and leisure activities as well as by experienced people from industry, commerce, the trade unions and cultural organisations. Pupils at the lower and middle levels would be taught by one such team. At the upper level, where the subject teacher system applies, pupils would be taught by several teams. This approach, says the report, would be far preferable to spending vast sums of money in trying to reduce the sizes of traditional classes.

The Commission recommends that most handicapped pupils stay together with other pupils in the ordinary teaching units. For seriously disabled children and those with major adjustment problems, who have hitherto attended special classes, the SIA report proposes the creation of permanent groups outside the new teaching units, but which would follow the daily programme of other pupils as far as possible.

As an effort to combat truancy, the SIA report recommends that schools arrange tailor-made courses for reluctant pupils, organise their studies wholly or partly outside school premises, adapt the timetable and curricula, or choose "any other method" fitting the local conditions.

To create a suitable democratic machinery for implementing its recommendations at the local level, the Commission proposes setting up in each school management committees (bestyrelse) to be appointed by the local school board in consultation with the unions and parent and pupil councils. The management committees would consist of the head as chairman, three teachers, one non-teaching member of staff and two parents. In senior schools the director of studies, an additional teacher and two pupils would be included. When the composition of the management committees was under discussion, teachers' representatives had to fight hard to prevent the Commission recommending that pupils and parents should be in the majority. The management committees would have a broad sphere of competence but would not deal with such matters as staff pay, individual staff or pupil problems, teaching methods and course subjects.

BEST COPY AVAILABLE

The SIA Commission calls for improved co-operation between school and home. Amongst other measures it is proposed that parents have the right to spend one day at school with their children every three years and be compensated for any loss of earnings.

Two of the Commission's recommendations have not been received favourably in educational circles : widening the base for selecting head teachers and the abolition of chief subject teacher posts. Not only would qualified teachers be eligible for headships as at present, but everybody holding a permanent post at the school, including career guidance counsellors, welfare officers, school psychologists and those responsible for leisure activities. The teachers' unions, however, are unanimous that people without professional training and classroom experience cannot lead schools successfully. Critics of the proposal to abolish chief subject teacher posts maintain that the chief subject teacher is responsible for a subject in the entire school, while a study leader would organise work for a single age-group only, with consequent risk of little overall cohesion.

The chairman of the Commission doubts whether all the SIA recommendations could be implemented in less than 10 to 15 years.

37.088 (485)

The Times Educational Supplement, 27-IX-1974 ;
Svenska Dagbladet, 3-IX-1974 ; 13-IX-1974 ;
Document : Swedish Ministry of Education and Cultural Affairs, 2-IX-1974 ; A.R.

SWEDEN : PROPOSALS FOR REFORM OF ADMISSION TO HIGHER EDUCATION

The report of the Qualifications Committee on admission to higher education (Kompetenskommittén om behörighet och antagning till högskolan, Utbildningsdepartmentet, Stockholm, 1974, 311 p.) appeared in September. The Committee was composed of four parliamentarians, twenty-five experts, and representatives of various organisations concerned, under the chairmanship of Mr. L. GUSTAFSSON, M.P. The report makes both general and specific proposals concerning the criteria which should in future govern admission to higher education in view of the fact that there are already and will increasingly be more applicants than places.

Among the recommendations of a general nature are the following :

- Students should have acquired a sound general knowledge and a broad education to complement the specialised studies they will undertake at universities or colleges.
- Class barriers to access to higher education should be rigourously diminished (at present the lower socio-economic classes are greatly under-represented in the student body).
- Higher education should be made available to all those who can profit from it, but whom present admission regulations, based on the previously acquired school qualifications, still exclude.
- More weight should be given than at present to practical competence as opposed to theoretical knowledge and interest.

The Committee proposes that students to be admitted to higher education institutions should in future have at least completed the two-year line of general studies or the first two years of specialised courses at the upper secondary school, the gymnasieskolan, which follows the nine-year compulsory comprehensive education. Courses in more specialised schools (for example schools for nurses, pre-school teachers, naval officers, etc.) should in future also be considered as fulfilling admission requirements. Furthermore, the Committee states that the present practice of admitting persons over 25 and with a minimum of five years of work experience, who fulfil certain specified conditions, should be continued and generalised. Foreigners should be admitted on the same conditions as Swedish applicants, provided that in their own countries they meet the requirements for access to higher education. In addition, they should have successfully completed the one-year course in Swedish at upper secondary level which the Committee recommends be established.

All students who in future want to be admitted to higher education must give proof of a certain level of attainment in Swedish and in English. This level of attainment is specified in great detail for the various study courses in the report. Furthermore, the Committee makes specific subject related recommendations for entry into the various faculties, institutes, specialised courses, etc. For instance, a student who wants to be admitted to the faculty of medicine should have completed the three-year course at the gymnasieskolan, either in the scientific line, the economics line, or the natural science line, and should have taken courses in chemistry, physics and biology at school. A future teacher of English and French should have knowledge of Swedish, English and French to be acquired in one of the five different lines of the gymnasieskolan.

The Committee recommends that all applicants should be divided into four groups : Group I comprising mainly applicants from the three- or four-year lines in the gymnasieskolan, Group II consisting of the applicants from the two-year lines or from specialised courses at upper secondary level, and Group III comprising all other applicants except those with foreign qualifications, the latter constituting the bulk of Group IV. The number of students to be admitted from Groups I, II, and III should be proportionate to the total number of students admitted, so that no group should be over-represented or otherwise privileged. As for Group IV, the number of foreign students to be admitted should be proportionate to that of the three other groups and should in no case exceed 10 per cent. These recommendations aim at preventing the lopsided recruitment as to social origin of students which at present still exists.

The selection of students for admission should in future take into account school marks, results of the aptitude tests, and work experience. Although work experience is not made obligatory, it is recommended that students before entering higher education, should have at least some 15 months' of experience in gainful employment.

The report recommends that the selection of applicants for State institutions of higher education should be made by a central commission. All data required from the individual applicants should be centrally processed by a computer. When applying students should indicate the universities or colleges of their choice in order of priority. The admission procedures to private or municipal institutions of higher education should remain unchanged. As for admission to single-subject courses outside the regular study programmes, selection criteria similar to those now proposed should apply, but the selection should be carried out at the individual university or college. The report stresses the need to keep the student applicants and the public at large fully informed of all details concerning admission requirements and procedures.

Finally, the Committee recommends that a research programme should be set up to clarify the issues involved in these proposals. Thus the factors influencing study success should be investigated by longitudinal studies to find out how far school marks, results of aptitude tests and experience acquired in gainful employment contributed to academic achievement. Research should also be undertaken into alternative methods of grouping students for admission purposes.

The new requirements and procedures for admission to higher education will be discussed by Parliament at the beginning of 1975, and it is expected that they will enter into force in the autumn term of 1976.

378.141.224 : 37.014.3 (485) Report ; A.R.

UNITED KINGDOM : EDUCATION AND THE GENERAL ELECTION

During the recent general election education was very little discussed, political debate being dominated by the economic problems. We reproduce below, however, extracts from the declarations on educational policy of the major political parties.

BEST COPY AVAILABLE

The Labour Party

"The Labour Party believe that full opportunities for the education of our children, our young people and students of all ages are an essential part of a fair society... As in all our plans, economic restraints are bound to influence timing. But the next Labour government will :

- end the 11+ and other forms of selection for secondary education ;
- continue to give priority to nursery school and day-care provision, full-time and part-time ;
- stop the present system of direct grant school and withdraw tax relief and charitable status from public schools, as a first step towards long-term aims of phasing out fee paying in schools ;
- continue to move towards a fairer system of student grants ;
- provide increased opportunities for further education and training, including compulsory paid day release, especially for young people who leave school early ...

We will support the further development of the Open University, which was founded by a Labour government and which has enriched the lives of thousands of people of all ages".

The Conservative Party

"Too often the debate over education has centred on the kind of school rather than on the quality of the education provided, and too few parents have been allowed any real say over their children's education...

Our overriding concern is with the educational needs of the children. Our first objective will therefore be to preserve good schools of whatever kind. We are in no way against comprehensive schools : what we oppose is the ruthless imposition of these schools regardless of local needs and in defiance of parents' wishes...

We must take speedy action to raise standards of teaching and education. This will involve a considerable strengthening of the system of schools inspection... National standards of reading, writing and arithmetic will be set. And the training period for teachers should give more attention to teaching the three basic skills and how to maintain discipline.

The direct grant schools[x] are particularly valuable. They combine high academic standards with a wide social mix. A Conservative government will strengthen them by reopening the direct grant list, by considering the introduction of a complete system of assisted places so that every parent pays only according to his or her means, and -when economic circumstances allow us to do so - by raising the capitation grants to take account of increased costs ...

We remain committed to the principle of education up to the age of 16, but believe that it should be applied more flexibly. One possibility, which we will want to examine closely, is to allow children of 15 the opportunity of taking up an apprenticeship or training as a first step towards taking a job.

An important part of the Conservative policy on education is to recognise parental rights. A say in how their children are to be brought up is an essential ingredient in the parental role ... We will impose clear obligations on the State and local authorities to take account of the wishes of parents.

Better standards in school will mean raising the status of the teaching profession ... We will encourage the movement to an all graduate profession, the implementation of the recommendations of the James Report (see News-Letter 4/72) on in-service training, and the establishment of a professional council for teachers to regulate their own affairs".

The Liberal Party put forward four priorities for education :

---

x A direct grant school is an independent school which receives a direct grant from the Department of Education and Science subject to special conditions notably that a proportion of its places be offered each year to pupils attending state schools.

- "The full implementation of the Plowden Committee's recommendations paying special attention to the need for pre-school education particularly in those areas of underpriviledge and social deprivation, and the urgent reduction in the size of primary school classes to a maximum of 30 pupils.

- The reorganisation of secondary education on non-selective lines. There are more ways than one to organise a non-selective secondary school, and we would allow local authorities maximum flexibility within minimum standards to adapt their system to local conditions.

- A major reorganisation of curricula and school institutions to provide a more realistic last three years' education for non-academic children.

- The abolition of the binary system of further education and the closer integration of universities, polytechnics and collegs of education. In particular, we would seek to establish community colleges open to all age-groups, with the ultimate aim of providing further education to all who desire it."

According to an opinion poll conducted just before the general election, 37 % of all teachers (school and post-secondary sectors) supported the Conservative Party, 30 % the Labour Party and 27 % the Liberal Party. By and large Labour support was found among young male teachers and lecturers in arts and social science subjects. It was the older, and above all the women teachers, who formed the Conservative support. In fact, the proportion of women who intended, according to the poll, to vote Conservative was exactly the same as the proportion of primary school teachers intending to do so. Support for the Liberal Party was particularly strong in polytechnics and colleges of education.

The Labour Party was re-elected to power with the slimmest of overall majorities. Mr. R. PRENTICE, who has retained his position as Secretary of State for Education and Science, has confirmed his party's intention to implement in full its declared educational policy, economic conditions determining, however, the rapidity of implementation.

37.014.4 (41-4) The Times Educational Supplement, 13-IX-74, 20-IX-74 ; W.F.B.

UNITED KINGDOM : RECENT PUBLICATIONS OF THE NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH

Guidance and counselling

Children forced by the early specialisation framework to make vital subject choices at 13+ may get only a few minutes advice from teachers who are neither trained for guidance nor given adequate time to help pupils choose appropriate options. Such shortcomings are revealed in the report on a preliminary survey of educational and careers guidance in schools (Reid, Margaret et al. : "A matter of choice". Windsor, NFER, 1974).

The research project - to be followed by a national survey - made an intensive study of five comprehensive schools to examine children's subject choices made in their third year. Parents, teachers and over 1,000 children were interviewed to assess how well schools coped with helping pupils to reach decisions at the first crucial choice-point in their secondary education. The report shows wide differences in the way children of different ability approached the task of choosing. The less able were more likely to choose a subject for negative reasons - because they felt they were "no good at other options", whereas their abler colleagues showed considerable satisfaction with their subject choice. The former were also more interested in subjects which would help their leisure time than in those that might serve their careers.

None of the schools involved in the project had a programme of careers education with curricular times allocated. Even where trained counselling was available, sheer numbers prevented its being offered to any but those with special difficulties. At none of the schools did more than 15 % of the pupils asked feel that the staff had been their major influence. Parents emerged as the factor determining choice, but interviewers found that some 40 % of mothers and 50 % of fathers had no contact at all with the teachers over their children's subject choice.

BEST COPY AVAILABLE

Interval between school and university

From statistical evidence on 70,000 sixth-formers the National Foundation for Educational Research found that those who delayed going to university eventually had a 6 % failure rate compared with about 13 % among those who went directly from school. Although teachers usually advise their sixth-formers not to waste time, not to take a break and not to lose momentum, most students, it was found, would like to take a year off between school and university, but they believe it would be ill-advised and difficult to arrange. Teachers and pupils alike would appear to be unaware that most university admissions officers consider favourably an interval of a year between leaving school and entering university.

The Times Educational Supplement, 16-VIII-1974

Team teaching

A further NFER research project (Rudd, J. et al. : "Team teaching experiments". Windsor, NFER, 1974) concludes that teaching standards are higher when teachers work in teams instead of staying in individual classrooms. The findings of the project, based on a detailed study of 18 secondary and 10 primary schools, suggest that team teaching can improve discipline and make pupils more interested in their work. Teachers feel on their mettle, because they know they are being watched by colleagues and are anxious not to let the team down. The study found that secondary school pupils not taking end of school examinations often stopped feeling they had been palmed off with less able members of staff when they were taught by a team.

Parents claimed their children discussed school work more often at home after team teaching, and in some cases there was evidence that pupils who were not being taught by a team were envious of those who were.

"The strongest recommendation to any school contemplating introducing a team teaching scheme", says the report, "is that extended and detailed planning are of the utmost importance to eventual success. Where team teaching is being introduced into a school for the first time, preliminary discussions should begin at least six months beforehand". The report warns of certain dangers, however. It is vital for teams to have teachers who are likely to co-operate with one another. The most serious difficulties encountered by schools which took part in the study arose from personality clashes between individual teachers. Furthermore, teachers who took part in a team experiment, especially those who were team leaders, often received rapid promotion. This sometimes angered other members of staff who felt team teaching was being used merely as a stepping stone for careerists.

Educational needs of immigrants

In its latest report dealing with the education of immigrant children (Taylor, Francine : "Race, school and community". Windsor, NFER, 1974), the Foundation adheres to the philosophy of cultural pluralism - that is, that children of minority groups should adapt themselves to permanent membership of the immigration country by conforming to the country's systems of education and employment and its legal and political structures. At the same time, however, their differing religious, cultures and family structures should be accepted by the host country.

The linguistic problems of West Indian children are singled out for special attention. The report notes that the linguistic difficulties of these children, who speak a dialect English, have been diagnosed and catered for much more slowly than those of non-English-speaking immigrant children, and that this belated recognition has contributed to incorrect assessment of their academic potential and a disproportionate percentage being assigned to schools for the educationally sub-normal.

On the question of early education for children of minority groups, the report points out that many educationalists are of the opinion that it is too late to begin structured language teaching in infant classes (5 - 7 years). Rather there is mounting evidence that the pre-school period is the most advantageous time to help socially and linguistically deprived children. The report notes, however, that there is a division of opinion amongst researchers as to whether it is educationally and emotionally sound to teach pre-school (or even infant school) children another language and culture before their own is firmly established, or alternatively to teach them two languages and cultures at the same time.

Although most psychologists would accept that it is rarely possible to assess the academic potential of children from immigrant backgrounds with any degree of validity, the report points out that there have been some valuable break-throughs in the design of culture-free testing instruments. The main problem with these, however, is that they tend to be too scientific for use by ordinary teachers.

Although the importance of the problems which the government of a multi-cultural and multi-racial country must tackle in the educational field cannot be underestimated, it is not enough for it to focus efforts on the schools, the NFER report argues. It is essential that the government simulaneously promotes positive policies in the social, political and environmental aspects of urban society.

37.012 (41-4) NFER Information Service. W.F.B.

///